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ABSTRACT

This resource guide provides information on the content, source, and price of various print and media materials that are available nationally that may be of help to personnel in the field of support employment. The guide is organized in six sections that cover the following materials: (1) books and book chapters; (2) training materials; (3) newsletters; (4) journal articles; (5) journals; and (6) videotapes. Each listing includes bibliographic citation, content description, address of source, and cost. Some of the topics covered include federal programs for people with disabilities, head injuries, low-cost approaches to technology and disability, employment outcomes for persons with brain injuries, community placement, quality of life for persons with disabilities, and career development for disabled persons. (KC)

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Print and Media Resources *for Supported Employment Personnel*

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Introduction

There are numerous print and media resources currently available to supported employment personnel, resources that can make a difference in how you approach the challenges and opportunities you face in offering direct supported employment assistance or as the administrator of such a program. This resource guide provides information on the content, source, and price of various materials that are available nationally. The listing of a specific resource is not necessarily an endorsement of that product. This guide simply provides information about those materials that are available as a starting point for your further evaluation of those resources that interest you.

This resource guide was developed by the Institute on Community Integration at the University of Minnesota, in collaboration with the Minnesota Division of Rehabilitation Services. We hope that it will be of use as you search for ideas that will enhance your instructional programs, agency mission, or other supported employment activities. We welcome your comments and questions about the guide, including suggestions for revisions to future editions. Address correspondence to Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Mineapolis, MN 55455. The telephone number is (612) 624-4848.

Teri Wallace, M.A.
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Institute on Community Integration
University of Minnesota

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I. Books and Book Chapters

- **Annable, G. (1989). Supported employment in Canada 1988: Final report. Manitoba, Canada: Canadian Council on Rehabilitation and Work.**

  Content: The results of a project which was intended to capture the "state of the art" of supported employment in Canada. The major data component of this research was a survey of supported employment programs in Canada.

  Source: The Canadian Council on Rehabilitation and Work
  209-93 Lombard Avenue
  Winnipeg, Manitoba
  Canada R3B 3B1
  (204)942-4862

  Cost: Current cost not available.

- **Barcus, M., Griffin, S., Mank, D., Rhodes, L., & Moon, S. (Eds.) (1988). Supported employment implementation issues. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

  Content: A summary of the issues and challenges facing supported employment as expressed at a national forum on supported employment held in Williamsburg, Virginia, in May, 1988. The forum included approximately 100 professionals and advocates from around the nation.

  Source: Virginia Commonwealth University
  Rehabilitation Research and Training Center
  1314 West Main Street, VCU Box 2011
  Richmond, VA 23284-0001
  (804)367-1851

  Cost: $13.95

- **Barrett, J., & Lavin, D. (1987). The industrial work model: A guide for developing transitional & supported employment. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center.**

Content: Introduction to the principles and methods necessary to develop and restructure facility services. Areas such as setting up the program, marketing, administrative issues, funding, staffing, and service delivery strategies are discussed.

Source: Research and Training Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1389

Cost: $21.00

- **Bellamy, G.T., Rhodes, L.E., Mank, D.M., Albin, J.M. (1988). Supported employment: A community implementation guide. Baltimore, MD: Paul H. Brooks Publishing Co.**

Content: A practical book offering information on supported work programs and the perspectives of each person involved in the development and maintenance of these programs.

Source: Paul H. Books Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-9945
(800)638-3775

Cost: $21.00

- **Berkell, D.E., & Brown, J.M. (1989). Transition from school to work for persons with disabilities. White Plains, NY: Longman Inc.**

Content: A reference book intended to address current trends, issues, and concerns related to transition from school to work for persons with disabilities.

Source: Longman Inc.
95 Church Street
White Plains, NY 10601
(914)682-3344

Cost: $21.50

- **Botterbusch, K.F. (1989). Understanding community-based employment and follow-up services. Menomonie, WI: University of Wisconsin-Stout, Research and Training Center.**

Content: A description of competitive employment models, transition and supported work models, assessment, follow-up services, and how it all works. Examples of community-based employment programs currently working are described.

Source: Research and Training Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1389

Cost: $17.95

- **Botterbusch, K.F. (1987). Vocational assessment and evaluation systems: A comparison. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center.**

Content: An objective comparison of commercial vocational and assessment systems.

Source: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1342.

Cost: $22.75

- **Buckley, J., Albin, J.M., & Mank, D. (1988). Competency-based staff training for supported employment. In G.T. Bellamy, L.E. Rhodes, D.M. Mank, & J.M. Albin (Eds.), Supported employment: A community implementation guide. Baltimore, MD: Paul H. Brookes Publishing.**

Content: A discussion of issues in personnel preparation for supported employment. Various sections address the delivery, outcomes, and evaluation of staff training programs.

Source: Paul H. Books Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-9945
(800)638-3775

Cost: $21.00

- **Cataldo, M., Dunlap, G., Durand, V.M., Etzel, B., Guess, D., Horner, R.H., Johnston, J.M., McGee, G., Schroeder, S., Snell, M., Smith, P.M., & Karp, N. (1988). <u>Behavior management and community integration for individuals with developmental disabilities and severe behavior problems.</u> Office of Special Education and Rehabilitative Services and Research and Training Center on Community-Referenced Behavior Management.**

Content: This monograph is a result of a symposium called by Madeleine Will on June 10, 1988, in Washington, D.C., to address issues affecting the support for persons with severe disabilities and behavior challenges. Professionals were called together to respond to this issue in the form of a monograph and presentation to OSERS personnel. This monograph is a combination of all other smaller papers addressing this issue.

Source: Specialized Training Program
Center on Human Development
College of Education
University of Oregon
Eugene, OR 97403
(503) 686-5311

Cost: $6.50

- **Chadsey-Rusch, J. (1988). <u>Social ecology of the workplace.</u> Champaign, IL: University of Illinois, The Secondary Transition Intervention Effectiveness Institute.**

Content: This publication includes the following articles which address the social ecology of the workplace: (1) a study of interactions among employees with and without mental retardation, (2) identification of co-worker involvement in supported employment, (3) evaluation of the role of job site supervisors in the supervision of employees with severe disabilities, as well as other related topics.

Source: Transition Institute at Illinois
College of Education
University of Illinois
110 Education Bldg.
1310 South Sixth Street
Champaign, IL 61820
(217)333-2325

Cost: Current cost not available.

- **Chadsey-Rusch, J., & Rusch, F.R. (1988). Ecology of the workplace. In R. Gaylord-Ross, Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Company.**

Content: This chapter focuses on the idea that less "turnover" employment will be present if there is an adequate match between employees and their jobs.

Source: Mayfield Publishing Company
1240 Villa Street
Mountain View, CA 94041
(415)960-3222

Cost: $31.95

- **Conley, R.W. (1985). Impact of federal programs on the employment of mentally retarded people. In K.C. Lakin & R.H. Bruininks (Eds.), Strategies for achieving community integration for developmentally disabled citizens. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: A description of the various ways in which different federal programs affect the employment of persons with disabilities. The U.S. Department of Labor and the state-federal vocational rehabilitation program are not included in the description.

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
(800)638-3775

Cost: $28.00

- **Corthell, D.W., & Tooman, M. (1987). Twelfth institute on rehabilitation issues: Rehabilitation of traumatic brain injury. Menomonie, WI: University of Wisconsin-Stout, Research and Training Center.**

Content: A report from the study group on rehabilitation of traumatic brain injury. The publication includes topics such as: the nature of head injury, gathering information and determining vocational potential and planning, developing and implementing rehabilitation, and issues and considerations.

Source: Research and Training Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1389

Cost: $11.00

- **Corthell, D.W., & Thayer, T. (1986). Thirteenth institute on rehabilitation issues: Rehabilitation technologies. Menomonie, WI: University of Wisconsin-Stout, Research and Training Center.**

  Content: This publication addresses issues regarding rehabilitation technology. It defines rehabilitation technology, service delivery models, policy issues, and benefits.

  Source: Research and Training Center
  Stout Vocational Rehabilitation Institute
  School of Education and Human Services
  University of Wisconsin - Stout
  Menomonie, WI 54751
  (715)232-1389

  Cost: Current cost not available.

- **Crimando, W., & Godley, S.H. (1984). Use of computers in expanding the employment opportunities of persons with disabilities. Washington, DC: D:ATA Institute.**

  Content: A review of the research literature available addressing the use of computers in expanding the employment opportunities of persons with disabilities and a description of the authors' observations and conclusions regarding the current available information. An annotated bibliography is included.

  Source: National Rehabilitation Information Center (NARIC)
  8455 Colesville Road, Suite 935
  Silver Spring, MD 20910-3319
  (800)346-2742

  Cost: $5.00

- **Data management system operations manual. (1987). Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

  Content: An overview of a data management system to track the progress of individuals served in supported employment programs. The manual includes a complete listing of all data collection instruments used and corresponding directions and definitions for the forms.

  Source: Virginia Commonwealth University
  Rehabilitation Research and Training Center
  1314 West Main Street, VCU Box 2011
  Richmond, VA 23284-0001
  (804)367-1851

  Cost: $12.00

- **DePoint, B. (1989). Enhancing your public relations: A guide for designing effective communication strategies for community-based vocational rehabilitation programs. Menomonie, WI: University of Wisconsin-Stout.**

Content: A description of several methods of communication used to determine the techniques and methods most appropriate for formulating and initiating a public relations program specifically designed for a specific agency on a financially realistic level.

Source: Book Orders
Rise, Incorporated
8406 Sunset Road N.E.
Spring Lake Park, MN 55432
(612)786-8334

Cost: $23.00

- **DePoint, B. (1987). Living independently: Developing residential and non-residential independent living services for persons with severe and persistent mental illness. St. Paul, MN: Department of Human Services.**

Content: A resource publication featuring program concepts and service support strategies which can be integrated or replicated in either residential or non-residential programs. The publication includes numerous forms, charts, etc. which can be adapted to suit a particular agency's needs.

Source: Book Orders
Rise, Inc.
8406 Sunset Road N.E.
Spring Lake Park, MN 55432
(612)786-8334

Cost: $14.50

- **Dixon, G.L., & Enders, A. (ND). Low cost approaches to technology and disability. Washington, DC: D:ATA Institute.**

Content: A review of the research literature available addressing low cost approaches to technology and disability and a description of the authors' observations and conclusions regarding the current available information. An annotated bibliography is included.

Source: National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800)346-2742

Cost: $5.00

- **Everson, J.M. (Ed.) (1988). Reference manual of supported employment terms and concepts. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

Content: This manual contains terms and concepts frequently associated with supported employment programs. Definition, application to supported employment, and additional resources are included for each entry in the manual.

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-0001
(804)367-1851

Cost: $10.00

- **Everson, J.M., Barcus, M., Moon, M.S., & Morton, M.V. (Eds.) (1987). Achieving outcomes: A guide to interagency training in transition and supported employment. Richmond, VA: Virginia Commonwealth University, Project Transition Into Employment.**

Content: A description of a "train the trainer" approach to cross-agency and cross-disciplinary inservice training in the areas of transition and supported employment. The first section presents an overview of inservice training and the remaining sections focus on inservice training for specific areas. The manual also presents a sampling of activities and materials which trainers may use for training.

Source: Project Transition Into Employment
Rehabilitation Research and Training Center
School of Education
Virginia Commonwealth University
Richmond, VA 23284-0001
(804)367-1851

Cost: $13.95

- **Falvey, M.A. (1986). Community-based curriculum: Instructional strategies for students with severe handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: A description of strategies for developing community-based, age-appropriate, and functional curricula for students with severe disabilities. Examples are sited to show how these strategies are applicable to various age groups.

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
(800)638-3775

Cost: $21.00

- **Gardner, J.G., Chapman, M.S., Donaldson, G., & Jacobson, S.G. (1988). Toward supported employment. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: A practical guide that provides information concerning the transformation of a segregated work activity program to a supported work program. It addresses the key elements of change, the variables that must be controlled, and the role definitions of the staff and management involved.

Source: Paul H. Brooks Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-9945
(800)638-3775

Cost: $18.00

- **Gaylord-Ross, R. (1989). Integration strategies for students with handicaps. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: A presentation of strategies for integrating individuals into school, work, and community settings. The text is divided into the following three sections: (1) Strategies for Specific Disabilities, (2) Innovative Techniques in Integration, and (3) the Ecology of Service Delivery.

Source: Paul H. Brooks Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-9945
(800)638-3775

Cost: $38.00

- **Gaylord-Ross, R. (Ed) (1988). Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Company.**

Content: This test book is organized into four sections. Part I presents a historical overview of vocational education policy and program development. Part II deals with designing and implementing effective instructional programs. Part III addresses the many factors affecting the successful employment of adults with disabilities. Part IV presents specialized information that is key to programming for persons with mild, severe, physical and sensory disabilities.

Source: Mayfield Publishing Co.
1240 Villa Street
Mountain View, CA 94041
(415)960-3222

Cost: $31.95

- **Growick, B. (1983). Rehabilitation research review, computers in vocational rehabilitation: Current trends and future applications. Silver Spring, MD: National Rehabilitation Information Center.**

Content: A review of the research literature available addressing the use of computers in vocational rehabilitation and a description of the author's observations and conclusions regarding the current available information. An annotated bibliography is included.

Source: National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800)346-2742

Cost: $7.10

- **Jacobson, S.G. (1987). Supported employment conversion planning workbook. Baltimore, MD: Maryland Supported Employment Project.**

Content: A guide to take a day program through the steps involved in the conversion into a supported employment program. The workbook can be used as a self-guided workbook or under the direction of an outside consultant

Source: Maryland Supported Employment Project
Kennedy Institute
2911 East Biddle Street
Baltimore, MD 21213
(301)522-7500

Cost: $20.00

- **Johnson, D.R., Warrington, G.J., & Melberg, M.L. (1989). Job development, placement, and follow-up services. In D.E. Berkell & J.M. Brown, Transition from school to work for persons with disabilities. White Plains, NY: Longman, Inc.**

Content: A description of the basic components of job development, placement, and follow-up activities. The authors address traditional placement services, trends in job placement, job development and placement process, and follow-up services.

Source: Longman Inc.
95 Church Street
White Plains, NY 10601
(914)682-3344

Cost: $21.50

- **Kiernan, W.E., & Schalock, R.L. (Eds). Economics, industry and disability: A look ahead. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: An analysis of the movement toward community-based employment. A look at the strategies currently being used to assist persons with disabilities in the workplace.

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
(800)638-3775

Cost: $40.00

- **Kregel, J., Wehman, P., Shafer, M.S. (1990). Supported employment for persons with severe disabilities: From research to practice. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

Content: This is the third series of monographs developed by the Rehabilitation Research and Training Center addressing their research in supported employment. The monographs cover topics such as: effect of consumer characteristics and type of employment model on outcomes, employment outcomes for persons with Traumatic Brain Injury, fringe benefits earned by supported employment participants, an analysis of vocational rehabilitation costs, social integration in the workplace, etc.

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-0001
(804)367-1851

Cost: $13.95

- **McLoughlin, C.S., Garner, & J.B., & Callahan, M. (1987). Getting employed, staying employed. Baltimore, MD: Paul H. Brookes Publishing Company.**

Content: A "how to" book with practical guidance in job placement and training for persons with severe disabilities. It contains eighteen detailed appendices with sample forms and procedures.

Source: Paul H. Brooks Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-9945
(800)638-3775

Cost: $22.95

- **Meers, G.D. (Ed.). Handbook of vocational special needs education. Rockville, MD: Aspen Publishers, Inc.**

Content: This book offers explanations, guidelines, and practical ways to translate federal mandates into effective programs. It addresses assessment, program and material modification, and placement and training.

Source: Aspen Publishers, Inc.
Special Education Services, 4A
1600 Research Boulevard
Rockville, MD 20850
(800)638-8437

Cost: $38.00

- **Menchetti, B.M., Rusch, F.R., & Owens, D.M. (1983). Vocational training. In J.L. Matson & S.E. Breuning (Eds), Assessing the mentally retarded. New York: Grune & Stratton.**

Content: An overview of traditional and contemporary approaches to vocational assessment for adults with mental retardation. Traditionally, psychological measures, motor measures, and work sample approaches have been utilized; newly developed approaches include adaptive behavior assessment, survival skill assessment, and process assessment. Example of the approaches cited are included.

Source: Grune & Stratton, Inc.
Subs. of Harcourt Brace Javanovich, Inc.
Promotion Dept.
Orlando, FL 342887-0018
(800)782-4479

Cost: $49.50

- **NARF Publication (June, 1989). Supported employment in context: NARF's national scope supported employment survey and policy implications. Washington, DC: National Association of Rehabilitation Facilities.**

  Content: Results of a national survey of supported employment providers to define approaches used, barriers, and best practices completed by NARF through a grant awarded from the Office of Special Education and Rehabilitative Services.

  Source: National Association of Rehabilitation Facilities
  P.O. Box 17675
  Washington, DC 20041
  (703)556-8848

  Cost: $17.50

- **NARF Monograph Series (December, 1988). Quality of Life. Washington, DC: National Association of Rehabilitation Facilities.**

  Content: A description of how organizational quality affects market, services, and ultimately the lives of persons with disabilities.

  Source: National Association of Rehabilitation Facilities
  P.O. Box 17675
  Washington, DC 20041
  (703)556-8848

  Cost: $5.00

- **NARF Monograph Series (December, 1988). Conversion: Restructuring for integrated community placement. Washington, DC: National Association of Rehabilitation Facilities.**

  Content: A reflection of issues related to conversion activities. The legal basis for conversion, proactive involvement, resource allocation, and planning for conversion are some of the topics addressed in this publication.

  Source: National Association of Rehabilitation Facilities
  P.O. Box 17675
  Washington, DC 20041
  (703)556-8848

  Cost: $5.00

- **NARF Publication (1986). Business ventures for rehabilitation facilities. Washington, DC: National Association of Rehabilitation Facilities.**

Content: A description of business plans, sources of capital, types of ventures, tax implications and other information needed by facilities considering business ventures.

Source: National Association of Rehabilitation Facilities
P.O. Box 17675
Washington, DC 20041
(703)556-8848

Cost: $35.00

- **O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., Sprague, J.R. (1989). Functional analysis: A practical assessment guide. Eugene, OR: University of Oregon.**

Content: This guide presents procedures for collecting information on behaviors. It provides forms and and gives examples to assist the reader in developing the ability to conduct a "functional analysis."

Source: Specialized Training Program
Center on Human Development
University of Oregon
Eugene, OR 97403
(503) 686-5311

Cost: $10.00

- **PACER Center, Inc. (1988). Opportunity knocking: The story of supported employment. Minneapolis, MN: Author.**

Content: A resource providing information about supported employment to persons with disabilities and their families. The appendix contains a national directory of contact people from the following agencies: Supported Employment Projects, Vocational Rehabilitation Agencies, Developmental Disability Councils, Client Assistance Program Agencies, Protection and Advocacy Agencies, Parent Training and Information Centers, and National Organizations of Help to Persons with Disabilities.

Source: PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417
(612)827-2966

Cost: $6.00

- **Parrish, L.H., & Kok, M.R. (1985). Procedures handbook for special need work-study coordinators. Rockville, MD: Aspen Publishers, Inc.**

Content: This handbook explains how to run an effective job-training program for students with special needs. It gives step-by-step directions for all program components.

Source: Aspen Publishers, Inc.
Special Education Services, 4A
1600 Research Boulevard
Rockville, MD 20850

Cost: $39.00

- **Pietruski, W., Everson, J., Goodwyn, R., & Wehman, P. (ND). Vocations in technology: Vocational Training and curriculum for multi-handicapped youth with cerebral palsy. Richmond, VA: Virginia Commonwealth University.**

Content: A summary of the outcomes of the Vocations in Technology project completed by Virginia Commonwealth University. The purpose of the project was to develop and implement a training program for youth with multiple disabilities.

Source: Virginia Commonwealth University
School of Education
Richmond, VA 23284-0001
(804)367-1851

Cost: $9.50

- **Prieve, K., & DePoint, B. (1987). Making it work: Supported employment for persons with severe and persistent mental illness. St. Paul, MN: Department of Human Services.**

Content: A framework for providing services to persons with mental health disabilities in the workplace, primarily in community-based supported employment situations.

Source: Book Orders
Rise, Inc.
8406 Sunset Road N.E.
Spring Lake Park, MN 55432
(612)786-8334

Cost: $7.25

- **Rhodes, L. (ND). Supported employment in the public sector: Procedural issues in implementation. Eugene, OR: University of Oregon, College of Education.**

Content: A survey of 10 states was conducted to identify procedural and policy barriers to implementing supported employment. Results suggest that hiring practices limit employment for many persons with severe disabilities.

Source: Specialized Training Program
Center on Human Development
College of Education
University of Oregon
Eugene, OR 97403
(503)686-5311

Cost: $2.00

- **Rusch, F.R. (1990). Supported employment: Models, methods, and issues Sycamore, IL: Sycamore Publishing Company.**

Content: This book contains chapters written by numerous authors regarding the models, methods, and issues related to supported employment

Source: Sycamore Publishing Company
Post Office Box 133
Sycamore, IL 60178
(815)756-5388

Cost: $39.95

- **Rusch, F.R., Trach, J., Winking, D., Tines, J., & Johnson, J. (1989). Job coach and implementation issues in industry: The Illinois experience. In W.E. Kiernan & R.L. Schalock (Eds.), Economics, industry and disability: A look ahead. Baltimore, MD: Paul H. Brookes Publishing.**

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
(800)638-3775

Cost: $40.00

- **Wehman, P., Kregel, J., & Shafer, M. (Eds.) (1989). Emerging trends in the national supported employment initiative: A preliminary analysis of twenty-seven states. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

  Content: This monograph provides information regarding the development of supported employment within the twenty-seven states receiving systems change and demonstration funds. Some of the areas addressed in the monograph include: (1) systems change strategies, (2) characteristics of persons being served, (3) service delivery characteristics, and (4) current outcomes for persons with disabilities.

  Source: Virginia Commonwealth University
  Rehabilitation Research and Training Center
  1314 West Main Street, VCU Box 2011
  Richmond, VA 23284-0001
  (804)367-1851

  Cost: $13.95

- **Wehman, P., Kregel, J., Stafer, M.S., & Hill, M.L. (1987). Competitive employment for persons with mental retardation: From research to practice (volume II). Richmond, VA: University of Virginia, Rehabilitation Research and Training Center.**

  Content: Compilation of research reports representing work completed by Virginia Commonwealth University's Rehabilitation Research and Training Center since 1985 when volume I of this publication was produced. Some of the topics included in this monograph are: (1) what employers think about supported employment, (2) how competitive placement affects the quality of a consumer's life, (3) benefit cost analysis, and (4) financial outcomes as a result of supported addressing competitive employment, and (5) concerns of parents.

  Source: Virginia Commonwealth University
  Rehabilitation Research and Training Center
  1314 West Main Street, VCU Box 2011
  Richmond, VA 23284-0001
  (804)367-1851

  Cost: $13.95

Wircenski, J.L. (1982). Employability skills for the special needs learner. Rockville, MD: Aspen Publishers, Inc.

Content: This manual consists of a program to assist instructors prepare students with disabilities for the transition from school to work. It covers personal organization, getting along with others, following directions, developing a sense of pride in a job well done, accepting criticism, making decisions, etc.

Source: Aspen Publishers, Inc.
Special Education Services
1600 Research Boulevard
Rockville, MD 20850

Cost: $98.00

II. Training Materials

- **Task analysis: A how-to-do-it approach. (ND). Tucson, AZ: RPM PRESS, Inc.**

Content: This program includes two hours of audio cassette training and a concise 8-page summary that provides practical, easy-to-understand examples of task analysis procedures.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $24.95

- **Wallace, T.L., Johnson, D.R., & Erickson, R. (1990). Competency-based training for supported employment personnel: A training and resource guide. Minneapolis, MN: University of Minnesota, Institute on Community Integration (Funded by Minnesota Division of Rehabilitation Services Grant #21200/22509 & 10).**

Content: A training and resource guide for job coaches and job coach trainers which is based on competencies rated as important by various Minnesota service providers and supported employment agency personnel. The manual is divided into five modules:

Module #1, Section I:	Guiding Principles (Philosophical, Legal, and Policy Issues)
Section II:	Professional Behaviors
Module #2, Section I:	Career Planning
Section II:	Assessment
Module #3, Section I:	Job Development
Section II:	Job Match
Module #4, Section I:	Initial Training and Skill Acquisition
Section II:	Stabilization/Maintenance/Generalization
Section III:	Follow-up: Ongoing Monitoring and Supports
Module #5, Section I:	Case Management
Section II:	Individual Needs

Source: Institute on Community Integration
University of Minnesota
6 Pattee Hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455
(612)624-4848

Cost: To be determined.

- **Supported Employment Technical Assistance Project (1987). Employment Training Specialist Series. East Lansing, MI: Michigan State University.**

Content: This series consists of both a participant manual and an instructor manual for each of the following content areas:

- Behavioral Skill Training
- Operant Chain Task Analysis
- Job Development
- Worker Identification, Worksite Analysis, and Job/Worker Match
- Employer Agreements
- Overview -- Supported Employment
- Data Collection
- Follow Along

Source: Michigan State University
Supported Employment Technical Assistance Project
125 West Fee
East Lansing, MI 48824
(517)355-0166

Cost: $113.00 for complete set; sold individually also.

- **Interdisciplinary Human Development Institute (1987). Forty hour training series for staff of community agencies serving persons with developmental disabilities. Lexington, KY: University of Kentucky.**

Content: The training series consists of the following curriculum guides:

- Middendorf, K.L. (1988). Basic Principles of Behavior
- Stevens, K. (1988). Reinforcer Preference Testing
- Doyle, P. (1988). Task Analysis
- Doyle, P. (1988). Task Analysis
- Ault, M. (1988). Task Analysis
- Stevens, K. (1988). Social Skill Instruction: Increase/Decrease Procedures Data Collection
- Schuster, J. (1988). Instructional Techniques: Time Delay System of Least/Most Prompts
- Kleinert, H. (1988). Developing Ecological Inventories
- Ault, M (1988). Community Referenced Instruction
- Guiltnan, S. (1988). Community Referenced Instruction
- Ault, M. (1988) Encouraging Language
- Doyle, P. (1988). Adapted Communication
- Brotherson, M.J. (1988). Working with Families

Source: Interdisciplinary Human Development Institute
University Affiliated Program
University of Kentucky
114 Porter Bldg.
Lexington, KY 40506-0205
(606)257-1714

Cost: To be determined

- **Moon, S., Goodall, P., Barcus, M., & Brooke, V. (1986). The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

Content: This manual is a procedural guide for persons wishing to utilize this particular approach to job training. The following topics are represented in the chapter titles:

Chapter I:	Job Development
Chapter II:	Consumer Assessment
Chapter III:	Job Placement
Chapter IV:	Job Site Training
Chapter V:	On-Going Assessment and Follow-Along
Chapter VI:	Time Management for the Job Trainer

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-0001
(804)367-1851

Cost: $12.00

- **Barcus, M., Brooke, V., Inge, K., Moon, S., & Goodall, P. (1987). An instructional guide for training on a job site: A supported employment resource. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

Content: This manual is a procedural guide for staff who are directly involved with on-site job training of persons with developmental disabilities in community-based competitive jobs. The manual is divided into four main sections:

Section I:	Orientation and Assessment
Section II:	Initial Training and Skill Acquisition
Section III:	Stabilization
Section IV:	Advocacy

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
1314 West Main Street, VCU Box 2011
Richmond, VA 23284-0001
(804)367-1851

Cost: $12.00

- **Powell, T.H., Pancsofar, E.L., Steere, D.E., Butterworth, J., Rainforth, B., & Itzkowitz, J.S. (1988). Supported employment in Connecticut: Developing integrated employment opportunities for persons with disabilities. Glastonbury, CT: Institute for Human Resource Development.**

Content: The following topics represent chapter content in this particular manual: supported employment, guiding principles, career planning process, compatibility analysis, transdisciplinary teams, instructional tactics, data collection and analysis, behavior management, ongoing support, goal setting, co-worker involvement, assisting families, generalization, health issues, problem solving, transition from school to work, program management, and regulatory issues.

Source: Institute for Human Resource Development
78 Eastern Blvd.
Glastonbury, CT 06033
(203)659-1166

Cost: $22.50

- **McDaniel, R.H., & Flippo, K. (1986). Telesis: Supported employment resource manuals. San Francisco: University of San Francisco.**

Contents: This guide consists of four manuals:

Manual I:	Background to Supported Employment Resource Manuals
Manual II:	A Supported Employment Notebook for Organizational Leaders
Manual III:	Training Direct Service Workers -- A Workbook
Manual IV:	Training Aids and Materials Supplementary Resources for Managers and Trainees

Source: Rehabilitation Administration
University of San Francisco
Ignatian Heights - 2130 Fulton Street
San Francisco, CA 94117
(415)666-6333

Cost: $12.00

- **Ryan, M. (ND). Ongoing support services. Alaska: Alaska Division of Vocational Rehabilitation.**

Content: This manual provides information useful to staff providing supported employment services, especially those persons charged with providing ongoing support services.

Source: Alaska Division of Vocational Rehabilitation
4100 Spenard Road
Anchorage, AK 99517
(907)243-5600

Cost: Current cost not available.

- **Miller, M.E. (1987). Improving employment services: Staff development program. Denver, CO: Goodwill Industries.**

Content: This manual includes the following modules:

Module 1:	Program Values
Module 2:	Skills Needed for Success in Employment
Module 3:	Measurement Design
Module 4:	Individualized Program Plan Design
Module 5:	Implementation Module
Module 6:	Obtaining and Maintaining the Support of Parents and Providers
Module 7:	Marketing for Job Placements
Module 8:	Working Effectively with Colorado Division of Rehabilitation
Module 9:	Acquiring and Negotiating Employment Enclaves
Module 10:	On-the-Job Training
Module 11:	Employment Support Services
Module 12:	Developing Program Evaluation Systems
Module 13:	Developing Performance Review Systems

Source: Goodwill Industries of Denver
6850 No. Federal Blvd.
Denver, CO 80221
(303)650-7700

Cost: $6.00

- **Wisconsin Training Series. (ND). Madison, WI: Wisconsin Department of Health and Social services.**

Content: The series consists of the following modules:

Module I:	Vocational Options and Philosophy Behind Supported Employment
Module II:	Program Organization and Operation, Staff Roles, and Qualifications
Module III:	SSI-Supplemental Security Income, Title VI, SSDI-Social Security, Title II
Module IV:	Wage and Hour
Module V:	Working with Individual Consumer and Their Families, Parent/Guardians, and Significant Others : to Resolve Concerns Regarding Supported Employment
Module VI:	Individualized Assessment
Module VII:	Placement Strategies, Job Development, and Job Matching
Module VIII:	Training, Start-up, and Follow-along Strategies

Source: Wisconsin Department of Health and Social Services
1 West Wilson Street
P.O. Box 7852
Madison, WI 53707-7852
(608)267-3808

Cost: 1 copy free

- **Minnesota case management/supported employment: A guide to implementation. (1989). St. Paul, Minnesota: Minnesota Department of Human Services: Mental Health Division, Developmental Disabilities Division; Minnesota Department of Jobs and Training: Rehabilitation Services Division, Supported Employment Project.**

Content: This manual was developed to accompany a series of workshops on supported employment for case managers and vocational rehabilitation counselors. The purpose of the manual is to disseminate information that will form a base of common knowledge about supported employment for persons with disabilities.

Source: Minnesota Supported Employment Project
Division of Rehabilitation Services
390 North Robert Street - 5th Floor
St. Paul, MN 55101
(612)297-1873

Cost: 1 copy free, limited number available

- **Leitner, R.K. (1988). Competency-based training for job coaches: A self-guided study course for trainers in supported employment. San Francisco, CA: University of San Francisco, California Supported Employment Training Project.**

Content: This self-guided training manual consists of the following six modules:

Module 0: Job Coach-Role and Support
Module 1: Philosophy and Values
Module 2: Community and Social Support
Module 3: Job Matching Procedures
Module 4: Employment-Learning the Job
Module 5: Training Implementation

Source: University of San Francisco
Ignatian Heights-2130 Fulton Street
San Francisco, CA 94117
(415)666-6333

Cost: w/video = $60.00
w/o video = $35.00

- **Fadely, D.C. (1987). Job coaching in supported work programs. University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, School of Education and Human Services.**

Content: The chapter titles for the publication listed above include:

Chapter 1: Introduction
Chapter 2: Vocational Evaluation
Chapter 3: Job Development
Chapter 4: Job Analysis
Chapter 5: Client-to-Job Matching
Chapter 6: On-the-Job Training
Chapter 7: Worker Evaluation

Source: Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1389

Cost: $16.00

- **Garner, B., Jay , M., Neuville, T., O'Bryan, A., Tyree, M., & Callahan, M. (ND). Supported employment training project curriculum. Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute.**

Content: The curriculum consists of the following three manuals:

Manual I: Overview: examines the characteristics of supported employment.
Manual II: Planning and Administration: includes information regarding the process of changing from sheltered employment to supported employment.
Manual III: Direct Services: addresses nontraditional assessment strategies and planning for job development, on-the-job training, and follow-up.

Source: The Supported Employment Training Project
Interdisciplinary Human Development Institute
University of Kentucky
114 Porter Bldg.
Lexington, KY 40506-0205
Attn: Cookie Wenneker
(606)257-1714

Cost: $23.00

- **Jeuett, D.D. (1985). Teaching in the adjustment training center: A training manual. Vermillion, SD: University Affiliated Facility of South Dakota.**

Content: This manual is arranged in a textbook format. It covers a variety of topics useful to direct care staff implementing Individualized Habilitation Plans (IHPs).

Source: The University of South Dakota
School of Medicine
University Affiliated Facility of South Dakota
Center for the Developmentally Disabled
414 East Clark Street
Vermillion, SD 57069
(605)677-5311

Cost: $5.00

- **Pickett, A.L. (Project Director) (1988). A training program for paraprofessionals working in special education and related services. New York: City University of New York, National Resource Center for Advanced Study in Education.**

Content: This series of five modules includes sections covering the following topics:

Module 1:	Rights of Students
Module 2:	Responsibilities of the Paraprofessional
Module 3:	Instructional Strategies
Module 4:	Emergency, Health, and Safety Procedures

Source: The National Resource Center for Paraprofessionals working in Special Education and Related Services.
Center for Advanced Study in Education
Graduate School, City University of New York
33 West 42nd. Street
New York, NY 10036
(212)642-2948

Cost: $15.00

- **The job accommodation handbook. (ND). Tucson, AZ: RPM PRESS, Inc.**

Content: This handbook can assist job placement professionals design effective accommodations, restructure job systems, and determine functional requirements.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $34.95

- **Janitorial contracting: The complete guide. (ND). Tucson, AZ: RPM PRESS, Inc.**

Content: This handbook shows how to build your own successful janitorial work program or how to expand an existing program to new levels of success.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $29.95

- **Gardner, J. F., & Chapman, M.S. (1985). Staff development in mental retardation services: A practical handbook. Baltimore, MD: Paul H. Brookes Publishing Co.**

Content: A training manual for direct care staff. Case studies and study questions are included to assist the new employee. The text consists of the following sections:

Section I:	Foundations of Services
Section II:	Development of Programs
Section III:	Behavioral Observation and Management
Section IV:	Personal Wellness and Safety
Section V:	Managing the Employment Situation

Source: Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285
(800)638-3775

Cost: $21.00

- **Callahan, M. (Ed) (1989). Supported employment training project. Lexington, KY: University of Kentucky, Interdisciplinary Human Development Institute.**

Content:	Manual I:	Overview: Definitions, characteristics, and resources.
	Manual II:	Planning and administration: Funding and long-term commitment; marketing and community image; supported employment models analysis; and strategies for change.
	Manual III:	Direct Services: Employee profits.non-traditional assessment; job analysis; family issues and concerns; and job development, training, and follow-up.

Source: Supported Employment Training Project
Interdisciplinary Human Development Institute
114 Porter Bldg.
University of Kentucky
Lexington, KY 40506-0205
(606)257-1714

Cost: $23.00

- **Bergman, J.S. (1990). How to position people with severe disabilities. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: How to position people with severe disabilities explains the "why" and "how" of therapeutic positioning. It stresses the importance of looking at all aspects of a person's life in attempting to examine the variety of positions/movements possible to him/her.

Source: Minnesota Governor's Planning Council on Developmental Disabilities
300 Centennial Office Bldg.
658 Cedar Street
St. Paul, MN 55455
(612)296-4018

Cost: Current cost not available.

- **Hitzing, W. (1990). Positive learning: An alternative to behavior modification. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: Positive learning: An alternative to behavior modification has been developed to help people who are responsible for providing direct care to individuals with developmental disabilities recognize that there are always reasons for why people behave the way they do. This eight-hour course is divided into five parts.

Source: Minnesota Governor's Planning Council on Developmental Disabilities
300 Centennial Office Bldg.
658 Cedar Street
St. Paul, MN 55155
(612)296-4018

Cost: Current cost not available.

- **Stack, R. (1990). Technological adaptations to increase independence. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: This module has been designed to help people who are responsible for providing direct care to individuals with disabilities recognize how technological advancement can provide greater independence to people with disabilities.

Source: Minnesota Governor's Planning Council on Developmental Disabilities
300 Centennial Office Bldg.
658 Cedar Street
St. Paul, MN 55155
(612)296-4018

Cost: Current cost not available.

- **Sigafoos, J., Reichle, J., & Mustonen, T. (1990). Communication for people with severe disabilities. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: This module describes the various products and methods now available to assist people who have difficulty using standard forms of communication such as spoken language or writing.

Source: Minnesota Governor's Planning Council on Developmental Disabilities
300 Centennial Office Bldg.
658 Cedar Street
St. Paul., MN 55155
(612)296-4018

Cost: Current cost not available.

- **Donnellan, A., & Graczyk, M.J. (1990). How to develop an individualized plan. St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: How to develop an individualized plan helps staff understand and participate in the process of developing individualized plans for persons with developmental disabilities.

Source: Minnesota Governor's Planning Council on Developmental Disabilities
300 Centennial Office Bldg.
658 Cedar Street
St. Paul, MN 55155
(612)296-4018

Cost: Current cost not available.

- **How to set hourly wage rates. (ND). Tucson, AZ: RPM PRESS, Inc.**

Content: This program explains how to set proper work rates, establish production standards, determine prevailing wages, avoid red flags, etc.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $24.95

- **Kiernan, W.E., Peschl-Paquet, C., Bergeron, D., Butterworth, J., Moon, M.S., Friedlander, R., Carter, J.E., & Knutson, K. (1989). Designing secondary education and employment training programs for students with special needs. Boston, MA: The Children's Hospital, The Training and Research Institute for People with Disabilities.**

Content: This manual was developed to assist secondary education teachers in developing transition programs which will facilitate the movement of students from school to work. The manual consists of the following chapters:

Chapter 1:	Introduction to Employment Training
Chapter 2:	Job Placement
Chapter 3:	Job Acquisition
Chapter 4:	Ongoing Supports to Employment
Chapter 5:	Community-Based Curriculum Design
Chapter 6:	Management Issues for Community-Based Training
Chapter 7:	Planning and Implementing the Individualized Educational Plan
Chapter 8:	The Who, What, When, and Where of Transition
Chapter 9:	Individual Transition Planning
Chapter 10:	Organization of Human Service Agencies

Source: The Children's Hospital
The Training and Research Institute for People with Disabilities
300 Longwood Avenue
Boston, MA 02115
(617)735-6506

Cost: Current cost not available.

- **Job coaching kit. (ND). Tucson, AZ: RPM PRESS, Inc.**

Content: This set is used to teach both workers with disabilities and job coaches. The set contains "Job Coaching Cards" which can be used to illustrate behaviors which a critical to job success. An audio tape assists job coaches as they learn skills such as positive practice and shaping.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $39.95

- **Safety training kit.** (ND). **Tucson, AZ: RPM PRESS, Inc.**

Content: This program provides workers with disabilities and staff with the safety training they need to prevent accidents and comply with safety regulations.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $44.95

- **Board member training program.** (ND). **Tucson, AZ: RPM PRESS, Inc.**

Content: This program includes 4 one-hour audio cassettes and a package of 15 concise, easy-to-read booklets. This can assist board members in learning the role of nonprofit boards.

Source: RPM PRESS, Inc.
P.O. Box 31483
Tucson, AZ 85751
(602)886-1990

Cost: $29.95

III. Newsletters

- **What's Working in Supported Employment? Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455. Telephone: (612)624-4848.**

  Content: A newsletter outlining ideas, strategies, and practices related to supported employment from agencies and programs in Minnesota. This newsletter is published by the Minnesota Technical Assistance Resource Network on Supported Employment (MNTARN) at the Institute on Community Integration, University of Minnesota. It provides a resource section and a calendar of training events taking place in Minnesota.

- **Job Coach News Brief. Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455. Telephone: (612)624-4848.**

  Content: This newsletter provides job coaches/employment specialists with information regarding current training, relevant articles, contributions from the field, and other news related to the role of job coach/employment specialist.

- **IMPACT: Feature Issue on Supported Employment (Spring, 1989). Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455. Telephone: (612)624-4848.**

  Content: This issue of the newsletter includes contributions from many local, state and national experts in the area of supported employment. IMPACT is published quarterly by the Institute on Community Integration, and each quarter it addresses a different issue in the field of developmental disabilities.

- **On the Job. Institute for Human Resource Development, 78 Eastern Boulevard, Glastonbury, Connecticut 06033. Telephone: (203)659-1166.**

  Content: A newsletter for employment specialists/job coaches from Connecticut's Corporation for Supported Employment.

- **The Support Report.** **Supported Employment Technical Assistance Project, B125 West Fee Hall, Michigan State University, East Lansing, MI 48824. Telephone: (517)355-0166.**

  Content: A newsletter about supported employment published by Michigan State University's Supported Employment Technical Assistance Project.

- **RRTC.** **Rehabilitation Research and Training Center at Virginia Commonwealth University, 1314 West Main Street, VCU Box 2011, Richmond, VA 23284-0001. Telephone: (804) 367-1851.**

  Content: This newsletter describes current research in the area of supported employment.

- **The Technology Connection, Consumer Connection, and Training Connection.** **Research and Training Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715)232-2236.**

  Content: Three newsletters published by the Research and Training Center at the University of Wisconsin-Stout:

  The Technology is published once a year and provides consumers and practitioners with information on technology available for consumer and professional applications in rehabilitation and employment.

  Consumer Connection provides consumers and advocates with straight forward, up-to-date information on Center research findings, special issues of concern in community-based rehabilitation, and upcoming events.

  Training Connection is intended for staff development and inservice training personnel.

- **INTERCHANGE.** **Transition Institute, Secondary Transition Intervention Effectiveness Institute, National Center for Research in Vocational Education, College of Education, University of Illinois at Urbana- Champaign, 110 Education Building, 1310 South Sixth Street, Champaign, IL 61820. Telephone: (217)333-2325.**

  Content: This newsletter contains information related to the fields of transition and vocational education for special needs populations. It includes information about National Center activities, programs and projects, conferences, and resources.

- **The Advance. The Association for Persons in Supported Employment, P.O. Box 27523, Richmond, VA: 23261-7523. Telephone: (804)266-6950.**

  Content: The Advance is the newsletter of the Association for Persons in Supported Employment. The Association was formed to promote the concept of paid integrated employment and community participation for all individuals. The newsletter provides information regarding this mission to its members.

- **SEPT/TA Memo. PACER Center, 4826 Chicago Avenue South, Mpls., MN 55417-1055. Telephone: (612)827-2966.**

  Content: The SEPT/TA Memo is published by the Supported Employment Parent Training Technical Assistance Project, a national program of PACER Center. The newsletter provides information to projects involved in parent training in supported employment.

- **RS Dialogue. Minnesota Department of Jobs and Training, Rehabilitation Services Division, 390 North Robert Street, St. Paul, Minnesota 55101. Telephone: (612)296-2713.**

  Content: RS Dialogue is published bi-monthly and contains articles and stories related to the provision of rehabilitation services.

- **MHC Business Briefs. Minnesota Habilitation Coalition, 1141 89th Avenue, N.E., Blaine, Minnesota 55434. Telephone: (612)786-1127.**

  Content: The Minnesota Habilitation Coalition is an association which represents training and habilitation agencies in Minnesota. MHC Business Brief is a newsletter which contains information of interest to the association's membership.

- **MNDACA News and Review. Minnesota Developmental Achievement Center Association, Griggs Midway Building, Suite 277-S, 1821 University Avenue, St. Paul, Minnesota 55104. Telephone: (612)647-9200.**

  Content: MNDACA News & Review is produced and distributed as a service to members of the Minnesota Developmental Achievement Center Association. It contains a wealth of information intended to keep its membership informed of current policy, training, etc.

- **MARF Newsletter, Minnesota Association of Rehabilitation Facilities, Griggs Midway Building, Suite 376-S, 1821 University Avenue, St. Paul, Minnesota 55104. Telephone: (612)646-0900.**

Content: MARF Newsletter contains information regarding current policy, training events, etc. of interest to rehabilitation personnel.

- **DD Information Exchange. Metropolitan Council, Mears Park Centre, 230 East Fifth Street, St. Paul, Minnesota 55101. Telephone: (612)291-6427.**

Content: DD Information Exchange is published monthly by the Developmental Disabilities Program of the Metropolitan Council. It contains information regarding activities, notices, services, products, and training related to the needs of persons with developmental disabilities.

- **Mental Health Advocate. Alliance for the Mentally Ill of Minnesota, 1595 Selby Avenue, #103, St. Paul, Minnesota 55104 Telephone: (612) 645-2948.**

Content: Mental Health Advocate contains information addressing general issues in the field of mental health.

- **Headlines. Minnesota Head Injury Association, 1313 5th Street S.E., Suite 311, Minneapolis, Minnesota 55414. Telephone: (612)379-3911.**

Content: Headlines contains information related to traumatic brain injury.

- **Spotlight. Minnesota Rehabilitation Association, 390 North Robert Street, St. Paul, Minnesota 55101. Telephone: (612)296-5646.**

Content: Spotlight contains information regarding general rehabilitation issues.

- **Connector. Voice of the Minnesota State Council on Disabilities, Metro Square Building, Suite 145, 7th Place and Jackson Street, St. Paul, Minnesota 55101. Telephone: (612)296-6785 or (800)652-9747.**

Content: Connector contains information regarding disability related issues. It introduces training, new programs, resources, etc.

- **Job Training News. Public Information and Education Office, 390 North Robert Street, St. Paul, MN 55101. Telephone: (612)296-7989.**

Content: This newsletter contains information on state and federal job training programs in Minnesota.

IV. Journal Articles

- **Agran, M., Fodor-Davis, J., Moore, S., & Deer, M. (1989). The application of a self-management program on instruction-following skills.** Journal of The Association for Persons with Severe Handicaps, 14(2), 147-154.

  Content: Results of a study addressing the effects of a self-manangement program on the instruction-following behaviors of five students with moderate to severe disabilities. The results demostated that training was effective in teaching students to respond appropriately to instructions given during a vocational skills training program.

- **Agran, M. (1987). Teaching self-control procedures to individuals who are mentally retarded.** Career Development for Exceptional Individuals, 10, 107-115.

  Content: This article reviews the research literature on self-control training, concluding that it represents an effective technology in enabling employment success for persons with mental retardation. Unexplored issues relevant to self-control are also identified.

- **Anthony, W.A., & Blanch, A. (1987). Supported employment for persons who are psychiatrically disabled: An historical and conceptual perspective.** Psychosocial Rehabilitation Journal, XI(2), 5-23.

  Content: A description of how the supported employment approach, historically used with persons with developmental disabilities, is currently being adapted for persons with psychiatric disabilities.

- **Baumgart, D. and Van Walleghem, J., (1986). Staffing strategies for implementing community-based instruction.** Journal of The Association for Persons with Severe Handicaps, 11(2), 92-102.

  Content: A description of eight staffing strategies that can be used to implement community-based instruction. The article lists recommendations for enhancing the implementation of community-based instruction, as well as the advantages and disadvantages which may result.

- **Bellamy, G.T., Rhodes, L.G., Wilcox, B., Albin, J.M., Mark, P.M., Horner, R.H., Collins, M., and Turner, J. (1984). Quality and equality in employment services for adults with severe handicaps. Journal of The Association for Persons with Severe Handicaps, 9(4), 270-277.**

  Content: An argument attesting to the need of equality in employment services for adults with severe disabilities. This article was written in response to an article by Brown, et al (1984) that proposes a training program involving work without pay in integrated settings for adults with developmental disabilities.

- **Berkell, D.E. (ND). Vocational assessment of students with severe handicaps: A review of the literature. Career Development for Exceptional Individuals, 10, 61-75.**

  Content: An examination of the literature presenting an overview of the current state of the art practices in vocational assessment for people with severe disabilities.

- **Breen, C., Haring, T., Pitts-Conway, V., & Gaylord-Ross, R. (1985). The training and generalization of social interaction during breaktime at two job sites in the natural environment. Journal of The Association for Persons with Severe Handicaps, 10(1), 41-50.**

  Content: Four high-school age students with autism and severe disabilities received social skill training at competitive job breakroom sites. All participants acquired the behaviors trained; two students generalized the behaviors to non-trained coworkers before the completion of instruction, and two required training with multiple peers in order to generalize.

- **Bullis, M., & Foss, G. (1986). Assessing the employment-related interpersonal competence of mildly mentally retarded workers. American Journal of Mental Deficiency, 91(1), 43-50.**

  Content: The development and psychometric properties of the Test of Interpersonal Competence for Employment (TICE) are described. TICE seeks to measure the interpersonal skills essential to employment settings.

- **Castles, E.E., & Glass, C.R. (1986). Training in social and interpersonal problem-solving skills for mildly and moderately mentally retarded adults. American Journal of Mental Deficiency, 91, 35-42.**

  Content: A program evaluation of social skills training and interpersonal problem-solving training, as well as a combination intervention strategy utilizing both components, produced improvement for the participants in these measures. However, the skills were not generalized to untrained role-play situations.

- **Chadsey-Rusch, J., Gonzalez, P., Tines, J., & Johnson, J.R. (1989). Social ecology of the workplace: Contextual variables affecting social interactions of employees with and without mental retardation.** American Journal on Mental Retardation, 94(2), 141-151.

  Content: The social interactions of employees with and without mental retardation were observed, coded and analyzed; implications for integrated work settings were discussed.

- **Chadsey-Rusch, J., & Gonzalez, P. (1988). Social ecology of the workplace: Employers perceptions versus direct observations.** Research in Developmental Disabilities, 9, 229-245.

  Content: Observation of typical employee social interactions on the job were recorded which confirmed their employers' expectations for such interaction. The authors relate these findings to vocational curriculum for persons with handicaps.

- **Chamberlain, M.A. (1988). Employer's rankings of factors judged critical to job success for individuals with severe disabilities.** Career Development for Exceptional Individuals, 11(2), 141-147.

  Content: Factors which employers thought to be critical to job success were identified through this study. The top four factors which employers identified as critical were: (1) getting along well with others, (2) interest in the job, (3) efficiency, and (4) dependability.

- **Chow, S.L., (1986). Comparison of sheltered and supported work programs: A pilot study.** Rehabilitation Counseling Bulletin, 30(2), 66-82.

  Content: A comparison of two random samples of workers with developmental disabilities, one sample from sheltered workshops, the other from a supported work program. They were compared in terms of client characteristics, program effectiveness, cost effectiveness, and job satisfaction.

- **Conley, R.W., Rusch, F.R., McCaughrin, W.B., & Tines, J. (1989). Benefits and costs of supported employment: An analysis of the Illinois supported employment project.** Journal of Applied Behavior Analysis, 22(4) 441-447.

  Content: A cost-benefit analysis was conducted for the Illinois Supported Employment Project. Results showed that society obtained a $0.75 return for every $1.00 invested in supported employment, and supported employees received a 37% increase in their earnings.

- **Conley, R.W., (1986). Employment of developmentally disabled persons: Obstacles inherent in the service system. Remedial and Special Education, 7 (6), 31-36.**

  Content: A rationale suggesting that public programs providing employment services and support to adults with developmental disabilities should be better coordinated, focus on transitional and supported work activities, and provide incentives to motivate persons with disabilities.

- **Connis, R.T., Sowers, J., Thompson, L.E., & Rusch, F.R. (1977). Training retarded adults for competitive employment. Forum for Behavior Technology, 2, 6-8.**

  Content: A description of the Food Service Vocational Training Program (FSVTP), an early vocational behavioral analysis program utilizing on-the-job training approaches to teach a variety of work and work-related technical and social skills to adults with mental retardation.

- **Cuvo, A.J., Leaf, R.B., & Borakove, L.S. (1978). Teaching janitorial skills to the mentally retarded: Acquisition, generalization, and maintenance. Journal of Applied Behavior Analysis, 11, 345-355.**

  Content: Evidence that models for training vocational skills can be effective is presented in this evaluation of a janitorial skills training program for six adolescents with moderate mental retardation.

- **Danely, K.S., & Anthony, W.A. (1987). The choose-get-keep model: Serving severely psychiatrically disabled people. American Rehabilitation, October-December.**

  Content: A presentation of the choose-get-keep model of supported employment for persons with psychiatric disabilities. The critical concepts and programatic implications of this model are described.

- **Donnellan, A.M., Lavigna, G.W., Zambito, J., & Thvedt, J. (1985). A time-limited intensive intervention program model to support community placement for persons with severe behavior problems. Journal of The Association for Persons with Severe Handicaps, 10(3), 123-131.**

  Content: A program model utilizing nonaversive strategies in dealing with severe behavior problems in a widely diverse range of clients in community settings is described, and the effectiveness of the model is demonstrated by the results of a two-year program evaluation.

- **Elksnin, N., & Elksnin, L.K. (1988). Improving job-seeking skills of adolescents with handicaps through job clubs. Career Development for Exceptional Individuals, 11(2), 118-125.**

  Content: A description of the Job Club strategy used for job-seeking.

- **Farley, R.C., & Hinmans, S., (1987). Enhancing the potential for employment of persons with disabilities. Rehabilitation Counseling Bulletin, 3(11), 4-16.**

  Content: A comparison of two interventions to enhance career development. Situation-specific intervention based on skills deficit model and intervention combining skills deficit and inhibition models were implemented. Both interventions were superior to no intervention control, however, combination intervention was superior to the other intervention.

- **Gaylord-Ross, R., Gaylord-Ross, C., Hagie, C., Musante, P., Lee, M., Siegel, S., & Jameson, D. (1988). Considerations and outcomes in transitional supported employment. Career Development for Exceptional Individuals, 11, 42-50.**

  Content: A description of a supported employment program serving special education graduates. Retention strategies which promoted social interactions with co-workers without disabilities and transferring supervision to staff of the specific business were stressed.

- **Gaylord-Ross, R., (1986). The role of assessment in transitional, supported employment. Career Development for Exceptional Individuals, 9(2), 129-134.**

  Content: An examination of the important factors in assessing performance of individuals with disabilities in transitional, supported employment including secondary vocational performance, assessment and placement, resources for supported employment, assessment of on-the-job performance, and supervision.

- **Glascoe, F.P., & Levy, S.M. (1987). The work behavior of employees with and without handicaps. Career Development for Exceptional Individuals, 10, 95-105.**

  Content: This study sought to identify and compare the work-related social behaviors as well as strictly work behaviors of persons with and without handicaps. Characterizing the behaviors of workers without handicaps is especially important in that it provides a definition of what is desirable work and work-related behaviors.

- **Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1988). Parent/professional partnerships in advocacy: Developing integrated options with resistive systems. Journal of The Association for Persons with Severe Handicaps, 13(4), 251-259.**

  Content: Strategies for advancing integrated educational options through the joint advocacy partnership of parents and professionals are explored, drawing from experience and from the literature.

- **Hill, M.L., Banks, P.D., Handrich, R.R., Wehman, P., Hill, J.W., & Shafer, M.S. (1987). Benefit-cost analysis of supported, competitive employment for persons with mental retardation. Research in Developmental Disabilities, 8 (1), 71-89.**

  Content: An examination of the unemployment rates among adults with mental retardation. The societal impact of the number of adults with mental retardation who remain unemployed is discussed. A supported, competitive employment program for adults with severe disabilities in Virginia is reviewed.

- **Hill, L.M., Wehman, P.H., Kregel, J., Banks, P.D., and Metzler, H., (1987). Employment outcomes for people with moderate and severe disabilities: An eight-year longitudinal analysis of supported, competitive employment. Journal of The Association for Persons with Severe Handicaps, 12(1), 182-189.**

  Content: A summary of the results of an eight-year study of the cost-benefit analysis of people with mental retardation who have received supported, competitive employment services.

- **Hughes, C., & Rusch, F.R. (1989). Teaching supported employees with severe mental retardation to solve problems. Journal of Applied Behavior Analysis 22(4) 365-372.**

  Content: A combined strategy, using self-instruction and multiple exemplar training, was used to train two supported employees to problem solve.

- **Ianacone, R.N., & Leconte, P.J. (1986). Curriculum-based vocational assessment: A viable response to a school-based service delivery issue. Career Development for Exceptional Individuals, 9, 113-119.**

  Content: A position paper supporting the development of curriculum-based vocational assessment processes for transitioning students. The authors also provide a structured outline for establishing such a program.

- **Inge, K.J., Banks, P.D., and Wehman, P. (1988). Quality of life for individuals who are labeled mentally retarded: Evaluating competitive employment versus sheltered-workshop employment. Education and Training in Mental Retardation, 23(2), 97-104.**

  Content: A comparison of quality of life between 20 individuals with mental retardation in competitive employment to a matched group in a sheltered workshop setting. Results show the competitively employed experienced greater advancement, community participation, and financial outcomes.

- **Karan, O.C., Brandenburg, L., Sauer, M., Yoder, D.E., Mathy-Laikko, P., Villarruel, F., and Dolan, T.R., (1986). Maximizing independence for persons who are developmentally disabled: Community-based programs at the Waisman Center University Affiliated Facility. Journal of The Association for Persons with Severe Handicaps, 11(4), 286-293.**

  Content: A description of four interdisciplinary programs for persons with developmental disabilities: 1) paraprofessional degree training program, 2) supported employment for institutionalized adults, 3) a service/research program in communication technology and training for non-speaking persons, and 4) a communication skills program for persons who have developmental disabilities.

- **Karp, F., & Flowers, S.M. (1988). Traumatic brain injury: Finding the information. Rehabilitation Counseling Bulletin, 31.**

  Content: A presentation of selected research activities and resources related to traumatic brain injury.

- **Kennedy, C.H., Horner, R.H., & Newton, J.S. (1989). Social contacts of adults with severe disabilities living in the community: A descriptive analysis of relationship patterns. Journal of The Association for Persons with Severe Handicaps, 14(3), 190-196.**

  Content: A report which addresses the social interaction patterns of 23 adults with severe disabilities across a two and a half year period. Results suggest that on the average social contacts occurred once every two days. Additional results and implications of the results for further research are discussed.

- **Kiernan, W.E., & Ciberowski, J. (1986). Survey of employment for adults with developmental disabilities. Remedial and Special Education, 7(6), 25-30.**

  Content: A survey of 1,629 United States rehabilitation facilities and organizations revealed that more persons with developmental disabilities are being hired in competitive employment settings and that job retention is good.

- **Kregel, J., Hill, M., & Banks, P.O. (1988). Analysis of employment specialist intervention time in supported competitive employment. American Journal on Mental Retardation, 93(2) 200-208.**

  Content: An analysis of the intervention time that employment specialists provide to persons in supported competitive jobs is described in this article. Results show that during the first month persons with more severe disabilities did not require more intervention time.

- **Kregel, J., Wehman, P., & Banks, P.D. (1989). The effects of consumer characteristics and type of employment model on individual outcomes in supported employment. Journal of Applied Behavior Analysis, 22(4), 407-415.**

  Content: This article examines the effect various consumer characteristics and supported employment strategies have on selected outcomes (wages earned, hours worked, level of integration).

- **Likins, M., Salzberg, C.L., Stowitschek, J.J., Lignugaris/Kraft, B., & Curl, R. (1989). Co-worker implemented job training: The use of coincidental training and quality-control checking on the food preparation skills of trainees with mental retardation. Journal of Applied Behavior Analysis 22, (4), 381-393.**

  Content: This article reports on two studies which examined the effects of coincidental training on the skills of workers with mental retardation.

- **Mank, D., & Horner, R.H. (1987). Self-recruited feedback: A cost-effective procedure for maintaining behavior. Research in Developmental Disabilities, 8, 91-112.**

  Content: The use of a self-management procedure for the purposes of maintaining and improving the work skills of young adults with severe disabilities in integrated settings is examined.

- **Martin, J.E., & Hursch, J.V. (1987). School-based vocational programs and labor laws. Journal of the Association for Persons with Severe Handicaps, 12(2), 140-144.**

  Content: A review of the rules and regulations of the U.S. Fair Labor Standards Act in relation to school-based vocational programs.

- **McDonnell, J., Nofs, D., & Hardman, M. (1989). An analysis of the procedural components of supported employment programs associated with employment outcomes.** Journal of Applied Behavior Analysis, 22(4), 417-428.

  Content: This study examines the relationship between the procedures involved with supported employment and the outcomes for individuals involved in supported employment.

- **Menchetti, B.M., Rusch, F.R., & Lamson, D.S. (1981). Social validation of behavioral training techniques: Assessing the normalizing qualities of competitive employment training procedures.** Journal of The Association for Persons with Severe Handicaps, 6, 6-15.

  Content: A survey indicated that employers differentially accepted the use of some training procedures based upon knowledge of workers' handicapped or non-handicapped status.

- **Montague, M. (1988). Job-related social skills training for adolescents with handicaps.** Career Development for Exceptional Individuals, 11, 26-41

  Content: A study of the initial and long-term outcomes of job-related socialization training for persons with disabilities. Direct instruction in 10 social skills and monitoring skill use in work environments was the approach used.

- **Morrow, S.A., & Bates, P.E. (1987). The effectiveness of three sets of school-based instructional materials and community training on the acquisition and generalization of community laundry skills by students with severe handicaps.** Research in Developmental Disabilities, 8, 113-136.

  Content: Implications for school versus community-based training are discussed following a study which revealed that direct training in one of the community settings was more successful for the maintenance and generalization of the laundromat skills for students with severe handicaps.

- **Nietupski, J., Donder, D.J., Houseley, M., & Anderson, R.J., (1988). Productive administrative strategies for implementing community-based programs for students with moderate/severe handicaps.** Education and Training Mental Retardation, 23(2), 138-161.

  Content: A discussion of the role of agency-sponsored job coaches in integrated work environments. Alternative options for active participation of supervisors and co-workers are recommended for implementation.

- **Nisbet, J., & Hagner, D. (1988). Natural supports in the workplace: A re-examination of supported employment. Journal of The Association for Persons with Severe Handicaps, 13(4), 260-267.**

  Content: A discussion of the role of agency-sponsored job coaches in integrated work environments. Alternative options for active participation of supervisors and co-workers are recommended for implementation.

- **Nisbet, J., & York, P. (1989). Indices of job satisfaction of persons with moderate and severe disabilities. Education and Training in Mental Retardation. September, 274-280.**

  Content: An examination of behaviors which were found to indicate job satisfaction among workers with moderate and severe disabilities.

- **Nisbet, J., & Vincent, L.(1986). The differences in inappropriate behavior and instructional interactions in sheltered and nonsheltered work environments. Journal of The Association for Persons with Severe Handicaps, 11(1), 19-27.**

  Content: Fifteen workers in both nonsheltered work environments and sheltered work environments were observed during work and break times to assess the frequency of inappropriate behavior and instructional interactions from co-workers and supervisors. Results showed that workers in nonsheltered work environments were more involved in instructional interactions and exhibited less inappropriate behavior.

- **Noble, J.H., & Conley, R.W. (1987). Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 12 (3), 163-174.**

  Content: A comparison of the benefits and costs of supported and transitional employment services with those of adult day care and traditional sheltered workshops. Sufficient information exists that indicates all forms of employment (supported, transitional and sheltered) are more productive and less costly than adult day care.

- **Park, H.S., & Gaylord-Ross, R. (1989). A problem-solving approach to social skills training in employment settings with mentally retarded youth. Journal of Applied Behavior Analysis, 22(4), 373-380.**

  Content: This study examined two approaches to teaching social behaviors to individuals with development disabilities in work settings.

- **Pedhazur-Schmelkin, L., & Berkell, D.E. (1989). Educators' attitudes toward the employability of persons with severe handicaps. Career Development for Exceptional Individuals, 12(1), 40-47.**

  Content: Factors which underlie attitudes toward the employability of persons with severe disabilities were isolated and discussed. Special educators generally were positive regarding the appropriateness of employment for persons with severe disabilities.

- **Porter, M.E., & Stodden, R.A. (1986). A curriculum-based vocational assessment procedure: Addressing the school-to-work transition needs of secondary schools. Career Development for Exceptional Individuals, 9, 121-127.**

  Content: A model for the planning and implementation of a career/vocational curriculum for transitioning youth with disabilities is described, and its application is evaluated in one setting in Germany.

- **Povett, D.L., & Harris, M.B. (1987). Identification of important community living skills for adults with mental retardation. Rehabilitation Counseling Bulletin, September 1987.**

  Content: Results of a questionnaire showed that vocational, social, and personal skills were considered more important than were leisure and academic skills for successful community living of adults with mental retardation.

- **Rhodes, L., & Drum, C. (1989). Supported employment in the public sector: Procedural issues in implementation. Journal of The Association for Persons with Severe Handicaps, 14(3), 197-204.**

  Content: A summary of the results of a survey which was conducted to identify policy or procedural barriers existing in the public sector that present problems in implementing supported employment. The authors offer recommendations for modification of the current practices in order to reduce the identified barriers.

- **Rhodes. L. & Ramsing, K. (1986). Economic evaluation of employment services: A review of applications. Journal of The Association for Persons with Severe Handicaps, 12(3), 175-181.**

  Content: An overview of benefit - cost analysis and its limitations and a review the applications of benefit - cost analysis within vocational programs for persons with severe disabilities.

- **Rhodes, L.E., & Valenta, L. (1985). Industry-based supported employment: An enclave approach.** Journal of The Association for Persons with Severe Handicaps, 10(1), 12-20.

  Content: A summary of the positive results of a one year program model that provided ongoing supported employment to six persons with severe disabilities.

- **Rhodes, L.E., (1986). Supported employment: An initiative for employing persons with severe developmental disabilities.** Remedial and Special Education, 7(6), 12-17.

  Content: This article advocates the idea that supported employment requires opportunities to be created before service commences and values the employment in the same environment as employees without disabilities.

- **Richardson, S.A., Koller, H., & Katz, M. (1988). Job histories in open employment of a population of young adults with mental retardation.** American Journal of Mental Retardation, 92(6), 483-49.

  Content: A survey of 54 persons with IQ's of 50 or more who received adult services showed that only half had obtained some open employment. Persons with mild mental retardation who received no adult services had significantly higher unemployment than typical peers who did not graduate.

- **Rusch, F.R., & Hughes, C. (1989). Overview of supported employment.** Journal of Applied Behavior Analysis 22(4), 351-363.

  Content: The development of supported employment is outlined in this article as are the characteristics and definitions of supported employment. The influence of applied behavior analysis is described.

- **Rusch, F.R., & Minch, K.E. (1988). Identification of co-worker involvement in supported employment: A review and analysis.** Research in Developmental Disabilities, 9(3), 247-254.

  Content: A description of roles that co-workers assume in providing support to employees with disabilities, including: validating instructional strategies, collecting subjective evaluations, designing and implementing training procedures, collecting social comparison information, and implementing behavior management programs in the context of employment.

- **Rusch, F.R., Schutz, R.P., & Agran, M. (1982). Validating entry-level skills for service occupations: Implications for curriculum development. Journal of The Association for Persons with Severe Handicaps, 7(9), 32-41.**

  Content: Results of a study suggesting the skills necessary to include in a prevocational curriculum for persons with severe disabilities desiring employment in non-sheltered settings.

- **Salend, S.J., Ellis, L.L., & Reynolds, C.J. (1989). Using Self-instruction to teach vocational skills to individuals who are severely retarded. Education and Training in Mental Retardation, September, 248-254.**

  Content: A study showing the results of a self-instruction procedure on the vocational skills of four individuals with severe disabilities.

- **Salzberg, C.L., Lignugaris-Kraft, B., & McCuller, G.L. (1988). Reasons for job loss: A review of employment termination studies of mentally retarded workers. Research in Developmental Disabilities, 9, 152-170.**

  Content: Job loss studies over the past 35 years are reviewed. Some generalizations are presented based on the accumulated data, and the results are discussed in their relevance to job retention and training for workers with mental retardation.

- **Sandler, A.G., Thurman, S.K., Meddock, T.D., & Ducette, J.P. (1985). Effects of environmental modification of the behavior of persons with severe handicaps. Journal of The Association for Persons with Severe Handicaps, 10(3), 157-163.**

  Content: Results of a study comparing behavioral changes for newly-normalized adolescents with severe disabilities with institutionalized adolescents showed that day-to-day behavior was influenced positively in the more normalized environment.

- **Shafer, M.S. (ND). Supported competitive employment: The use of self-management programming in the follow-along process. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center.**

  Content: Two case studies are presented in which self-management programming was utilized as part of the follow-along services.

- **Shafer, M.S., Hill, J., Seyfarth, J., & Wehman, P. (1987). Competitive employment and workers with mental retardation: Analysis of employers' perceptions and experiences.** American Journal of Mental Retardation, 92(3), 304-311.

  Content: A summary of the results of a survey of three groups of employers of persons with developmental disabilities who received supported competitive employment services.

- **Shafer, M.S., Kregel, J., Banks, D., & Hill, M.L. (1988). An analysis of employer evaluations of workers with mental retardation.** Research in Developmental Disabilities, 9, 377-391.

  Content: An analysis of written employer evaluations concluded that the following three factors lead to employment retention: (1) worker's attendance, (2) punctuality patterns, and (3) consistency in task performance.

- **Shafer, M.S., Rice, M.L., Metzler, H.M.D., & Haring, M. (1989). A survey of nondisabled employees' attitudes toward supported employees with mental retardation.** Journal of The association for Persons with Severe Handicaps, 14(2).

  Content: A summary of the results of a survey used to assess the perceptions and experiences of employees without disabilities with co-workers with mental retardation. A discussion of the implications these results have for supported employment providers is included.

- **Schalock, R. L., & Jensen, C.M. (1986). Assessing the goodness-of-fit between persons and their environments.** Journal of The Association for Persons with Severe Handicaps, 11(2), 103-109.

  Content: An outline of the assessment and qualification procedures involved in determining the goodness-of-fit (congruence) between persons and their environment.

- **Sowers, J., & Powers, L. (1989). Preparing students with cerebral palsy and mental retardation for the transition from school to community-based employment.** Career Development for Exceptional Individuals, 12(1), 25-35.

  Content: A description of the strategies and outcomes of the Oregon Transition to Employment Project (OTEP), which sought to address the transition and vocational issues faced by students with physical and multiple disabilities. The most positive outcomes were shown by those students who were employed.

- **Sowers, J., Rusch, F.R., Connis, R.T., & Cummings, L.E. (1980). Teaching mentally retarded adults to time-manage in a vocational setting. Journal of Applied Behavioral Analysis, 13, 119-128.**

  Content: For two out of three adult participants without time-telling abilities, a picture-prompt time-management instructional program was effective in the maintenance of required work behaviors as well as lunch and break times. However, time-telling ability did not increase.

- **Storey, K., & Knutson, M. (1989). A comparative analysis of social interactions of workers with and without disabilities in integrated work sites: A pilot study. Education and Training in Mental Retardation, September, 265-273.**

  Content: A description of a study which analyzed the similarities and differences between the interactions of workers with disabilities and workers without disabilities in community employment sites.

- **Stowitschek, J.J., McConaughy, E.K., Peatross, D., Salzberg, C.L., & Lignugaris-Kraft, B. (1988). Effects of group incidental training on the use of social amenities by adults with mental retardation in work settings. Education and Training in Mental Retardation, 23, 202-212.**

  Content: An increase in clients' use of social amenities, as well as generalization to other environments, was achieved by this training program in social amenities at the workplace.

- **Test, D.W., Grossi, T., & Keul, P., (1988). A functional analysis of the acquisition and maintenance of janitorial skills in a competitive work setting. Journal of The Association for Persons with Severe Handicaps,13(1) 1-7.**

  Content: An examination of the use of supported employment to provide competitive janitorial work experience for a 10-year-old student with severe disabilities. Training consisted of a combination of total task presentation and an individualized prompting hierarchy.

- **Tindall, L.W., & Gugerty, J.J. (1987). Careers for persons with disabilities. Journal of Career Development, 13(4), 5-13.**

  Content: A description of the project at the University of Wisconsin-Madison: "Replicating Jobs in Business and Industry for Persons with Disabilities". Guidelines for advocates of persons with disabilities are described.

- **Trach, J.S., & Rusch, F.R. (1989). Supported employment program evaluation: Evaluating degree of implementation and selected outcomes.** American Journal on Mental Retardation, 94(2), 134-140.

  Content: A program evaluation of vocational service agencies in Illinois revealed that persons with higher IQ's received less supportive services yet earned higher wages. Also, agencies which devoted more time to job development were more successful matching their client to the most appropriate position.

- **Wacker, D.P., Fromm-Steege, L., Berg, W.K., & Flynn, T.H. (1989). Supported employment as an intervention package: A preliminary analysis of functional variables.** Journal of Applied Behavior Analysis, 22(4), 429-439.

  Content: The employment of 51 individuals with mental retardation who were placed into 64 supported employment positions were evaluated based on the training and post-training components of supported employment.

- **Wacker, D.P., Berg, W.K., Visser, M.B., Egan, J.E., Berrie, P., Ehler, C., Short, B., Swatta, P., & Taslev, B. (1986). A preliminary evaluation of independence in a competitive employment setting.** Journal of The Association for Persons with Severe Handicaps, 11(4), 246-254.

  Content: Incidental behaviors related to independence were documented over a three-month training period at a competitive employment site for two students with moderate to severe mental retardation. Data showed that the non-trained incidental behaviors increased substantially.

- **Wehman, P., West, M., Fry, R., Sherron, P., Groah, C., Kreutzer, J., & Sale, P. (1989). Effects of supported employment on the vocational outcomes of persons with traumatic brain injury.** Journal of Applied Behavior Analysis, 22(4), 395-405.

  Content: An individual placement model of supported employment was used to assist 5 males with severe traumatic brain injury. This article describes the process and the outcomes of the supported employment services.

- **Wehman, P., Hill, J.W., Wood, W., & Parent, W. (1989). A report on competitive employment histories of persons labeled severely mentally retarded.** Journal of the Association for Persons with Severe Handicaps, 12(1) 11-17.

  Content: A description of the competitive employment experiences of 21 individuals with a label of severely mentally retarded over an 8-year period. Part-time, entry-level service positions were the most common jobs worked.

- **Wehman, P., & Kregel, J. (1985). A supported work approach to competitive employment of individuals with moderate and severe handicaps. Journal of The Association for Persons with Severe Handicaps, 10(1), 3-11.**

  Content: The key features of a supported work approach to persons with moderate and severe disabilities in competitive settings are outlined, stressing the importance of competitive employment. The authors also propose strategies for integrating this approach into adult service agencies and secondary special education.

- **Wehman, P., Kreutzer, J., Wood, W., Morton, M.V., & Sherron, P. (1988). Supported work model for persons with traumatic brain injury: Toward job placement and retention. Rehabilitation Counseling Bulletin, 1(4), 298-312**

  Content: A description of a supported work model for persons with brain injuries. A literature review of post-injury vocational status of persons with brain injuries and a case study describing how this model can be effective in use are included.

- **Wehman, P., Kregel, J., Banks, D.P., Hill, M., & Moon, M.S. (1987). Sheltered versus supported work programs: A second look. Rehabilitation Counseling Bulletin, 31(1), 42-53.**

  Content: An examination of a study done by Lam (1986) comparing sheltered and supported employment programs. A discussion of the study design and conclusions. Questions are presented concerning the interpretation of the outcomes.

- **Wehman, P., Kreutzer, J., Wood, W., Morton M.V., & Sherron, R. (1988). Supported work model for persons with traumatic brain injury: Toward job placement and retention. Rehabilitation Counseling Bulletin, 31(15), 298-312.**

  Content: A description of how a supported work model of competitive employment can be used to assist persons with traumatic brain injury obtain and maintain a job.

- **Wehman, P., Hill, M., Goodall, P., Cleveland, P., Brooke, V., & Pentecost, Julian H., Jr. (1982). Job placement and follow-up of moderately and severely handicapped individuals after three years. Journal of The Association for Persons with Severe Handicaps, 7, 5-15.**

  Content: A three-year job placement project in Virginia, which utilized training and advocacy components, resulted in a 67% retention rate by the 63 client participants most of whom had been previously viewed as inappropriate candidates for employment.

- **Wehman, P., Hill, M., Hill, J.W., Brooke, V., Pendleton, P., & Britt, C. (1985). Competitive employment for persons with mental retardation: A follow-up six years later.** Mental Retardation, 23, **274-281.**

  Content: This longitudinal study of 167 persons with mental retardation in competitive employment over a six year period showed that participants remained on a particular job an average of 19 months. A supported work model of competitive employment was used.

- **Wheeler, J.J., Bates, P., Marshall, K.J., & Miller, S.R. (1988). Teaching appropriate school behaviors to a young man with moderate mental retardation in a supported competitive employment setting.** Education and Training in Mental Retardation, 23(2), **105-116.**

  Content: A description of how social skills training and self-monitoring were used to remediate socially inappropriate behaviors of a man with Down Syndrome in a supported employment setting.

- **White, D.M., & Rusch, F.R. (1988). Social validation in competitive implement: Evaluating work performance.** Adapted Research in Mental Retardation, 4, **343-354.**

  Content: Results of the use of social validation methodology to assess the work performance of individuals with developmental disabilities in nonsheltered employment settings.

- **Whitehead, C.W. (1987). The sheltered workshop dilemma: Reform or replacement.** Remedial and Special Education, 7(6), **18-24.**

  Content: This article supports the idea that sheltered workshops for persons with severe disabilities should be reformed to emphasize job placement, transition to more independent work environments, and retraining and replacement of workshop staff.

- **Wilson, P.G., Schepis, M.M., & Mason-Main, M. (1987). In vivo use of picture prompt training to increase independent work at a restaurant.** Journal of The Association for Persons with Severe Handicaps, 12(2), **145-150.**

  Content: A picture-prompt training procedure is described and then evaluated for one adult worker with severe disabilities who is employed in a restaurant. Both maintenance and long-term follow-up data support the effectiveness of the training procedures and the satisfaction of the participant's supervisor on the job.

- **Woolcock, W.W., Lyon, S.R., & Woolcock, K.P. (1987). General case simulation instruction and the establishment and maintenance of work performance.** Research in Developmental Disabilities, 8, **427-447.**

  Content: Results of this study confirm that general case simulation instruction can produce generalized responding in the training of community job skills; however, the success of the training was also influenced by other factors which are discussed in detail.

- **Zirpoli, T.J., Hancox, D., Wieck, C., & Skarnulis, E.R. (1989). Partners in policy-making - Empowering people.** Journal of The Association for Persons with Severe Handicaps, 14(2) **163-167.**

  Content: A description of the Partners in Policy-making program which is an example of one empowerment and self-advocacy training program for individuals with disabilities and/or their parents. The Partners in Policy-making program is currently in its third year in Minnesota.

V. Journals

- **The Journal of Head Trauma Rehabilitation**
  Aspen Publishers, Inc.
  7201 McKinney Circle
  Frederick, MD 21701
  (800)638-8437

- **Rehabilitation Counseling Bulletin**
  American Association for Counseling and Development (AACD)
  5999 Stevenson Avenue
  Alexandria, VA 22304
  (800)545-AACD

- **Psychosocial Rehabilitation Journal**
  Boston University
  Center for Psychiatric Rehabilitation
  730 Commonwealth Avenue
  Boston, MA 02215
  (617)353-3549

- **Career Development for Exceptional Individuals**
  Division on Career Development
  1920 Association Drive
  Reston, VA 22091

- **Journal of The Association for Persons with Severe Handicaps**
  7010 Rosevelt Way, N.E.
  Seattle, WA 28115
  (206)523-8446

- **American Rehabilitation**
  U.S. Department of Rehabilitation Services Administration
  U.S. Department of Education
  Mary S. Switzer Bldg., Room 3212
  330 "C" Street S.E.
  Washington, D.C. 20202
  (202)576-6656

- **Exceptional Children**
  The Council for Exceptional Children
  1920 Association Drive
  Reston, VA 22091-1589
  (703)620-3660

- **Remedial and Special Education**
  PRO-ED Journals
  8700 Shoal Creek Blvd.
  Austin, TX 78758-6897
  (512)451-3246

- **Research in Developmental Disabilities**
  Pergamon Journal Inc.
  Maxwell House
  Fairview Park
  Elmsford, NY 10523
  (914)592-7700

- **American Journal of Mental Retardation**
  AAMR
  1719 Kalorama Road N.W.
  Washington, D.C. 20009
  (202)387-1968 or (800)424-3688

- **Education and Training in Mental Retardation**
  The Council for Exceptional children
  Division on Mental Retardation
  1920 Association Drive
  Reston, VA 22091-1589
  (703)620-3660

- **Rural Special Education Quarterly**
  National Rural Development Instititute
  Miller Hall 359
  Western Washington University
  Bellington, WA 98225
  (206)676-3576

- **The Journal of Special Education**
  PRO-ED Journals
  5341 Industrial Oaks Blvd.
  Austin, TX 78735-8809
  (800)424-3688

- **The [illegible] for Vocational Special Needs Education**
  National Association of Vocational Education
  Special Needs Personnel
  Division of Occupational and Vocational Education
  The University of North Texas
  P.O. Box 13857
  Denton, TX 76203-3857
  (817)565-2057

- **Journal of Applied Rehabilitation Counseling**
  National Rehabilitation Counseling Association
  National Rehabilitation Association
  633 S. Washington Street
  Alexandria, VA 22314
  (703)836-0850

- **Journal of Rehabilitation**
  National Rehabilitation Association
  633 S. Washington Street
  Alexandria, VA 22314
  (703)836-0850

- **Rehabilitation Technology Review**
  Rehabilitation Engineering Society of North America
  4405 East-West Highway, Suite 4405
  Bethesda, MD 20814

- **Rehabilitation World**
  Rehabilitation International
  1123 Broadway
  New York, NY 10010
  (212)420-1500

- **Journal of Applied Behavior Analysis**
  Department of Human Development
  University of Kansas
  Lawrence, KS 66045
  (913)864-4840

VI. Videotapes

- **Beating the Odds. (1988). Mound, MN: Burch Communications.**

Content: A description of supported employment services through the work histories of four individuals, two of whom experience psychiatric disabilities and two who have developmental disabilities.

Source: Book Orders
Rise Incorporated
8406 Sunset Road N.E.
Spring Lake Park, MN 55432
(612)786-8334

Length: 21 minutes

Cost: Rental charge: $25.00 for one week
Purchase charge: $50.00

- **Supported Competitive Employment: Implementing the Model. (1986). Richmond, VA: Virginia Commonwealth University.**

Content: The history of supported employment is discussed by Paul Wehman, Ph.D., and Sherril Moon, Ph.D. The components of the supported work model are described.

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
VCU Box 2011
Richmond, VA 23284-2011
(804)367-1851

Length: 30 minutes

Cost: $50.00

- **RRTC Lecture Guide on Supported Competitive Employment. (1986). Richmond, VA: Virginia Commonwealth University**

Content: A series of slides which can accompany a presenter describing the four components of supported competitive employment: job development, consumer assessment, job site training, and follow-along.

Source: Virginia Commonwealth University
Rehabilitation Research and Training Center
VCU Box 2011
Richmond, VA 23284-2011
(804)367-1851

Cost: $85.00

- **Work Stations in Industry Video Course (5 modules). (1986). Syracuse, NY: Program Development Association.**

Content: Video course includes instructions and exercises.

Source: Program Development Association
419 Stinard Avenue
Syracuse, NY 13207
(315)474-7860

Length: 45 minutes per module

Cost: Rental charge: $95.00
Purchase charge: $195.00

- **Job Coaching: Meeting the Challenge. (1987). Syracuse, NY: Program Development Association.**

Content: Job coach training video which shows methods in fading, job and task analysis, on-the-job assessment, etc.

Source: Program Development Association
419 Stinard Avenue
Syracuse, NY 13207
(315)474-7860

Length: 30 minutes

Cost: Rental charge: $95.00
Purchase charge: $195.00

- **Richard and Donna: A Little Bit of Faith. (1987). St. Paul, MN: Minnesota Supported Employment Project.**

Content: This video describes the supported employment jobs of two individuals working at Burger King. The job developer, job coach, employer, and supported employees are interviewed.

Source: Minnesota Supported Employment Project
390 N. Robert Street, 5th Floor
St. Paul, MN 55101
(612)296-5629 or (800)328-9095

Length: 12 minutes

Cost: Free loan

- **A New Way of Thinking. (1987). St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.**

Content: A short tape that describes new philosophies regarding services delivered in policy, learning, and living with particular interest on individual consumers.

Source: Governor's Planning Council on Developmental Disabilities
Minnesota State Planning Agency
300 Centennial Office Bldg.
St. Paul, MN 55155
(612)296-4018

Length: 25 minutes

Cost: Free loan

- **It's Good Business. (1987). Madison, WI: Department of Health and Social Services.**

Content: This tape provides an overview of what supported employment is and why it makes good business sense for employers to hire individuals with disabilities. Employers are interviewed and supported employees are shown at their jobs.

Source: Department of Health & Social Services
Division of Vocational Rehabilitation
1 West Wilson Street, P.O. Box 7852
Madison, WI 53707
(608)266-1281

Length: 10 minutes

Cost: $120.00

- **Supported Employment: The Times are Changing. (1987). Madison, WI: Department of Health and Social Services.**

Content: This tape addresses many of the concerns parents have as their sons/daughters leave school and enter the adult world. Supported employment is discussed with the focus on parents.

Source: Department of Health & Social Services
Division of Vocational Rehabilitation
1 West Wilson Street, P.O. Box 7852
Madison, WI 53707
(608)266-1281

Length: 20 minutes

Cost: $20.00

- **Supported Employment: It's Working Out. (1987). Madison, WI: Department of Health and Social Services.**

Content: This tape provides an overview of concepts and components of supported employment. It includes interviews of individual service providers.

Source: Department of Health & Social Services
Division of Vocational Rehabilitation
1 West Wilson Street, P.O. Box 7852
Madison, WI 53707
(608)266-1281

Length: 15 minutes

Cost: $35.00

- **Hagner, D. (1988). Getting around: Community Travel Training Methods and Skills. Syracuse, NY: Program Development Associates.**

Content: This video was produced for persons who teach travel training.

Source: Program Development Associates
419 Stinard Avenue
Syracuse, NY 13207
(315)474-7860

Length: 27 minutes

Cost: Rental charge: $95.00
Purchase charge: $195.00

- **Griffin, C. (1989) Get a Job: Selling, Marketing and Winning. Syracuse, NY: Program Development Associates.**

Content: A training video for administrators, placement specialists, and direct service staff who want to learn how to implement and market a comprehensive community employment program.

Source: Program Development Associates
419 Stinard Avenue
Syracuse, NY 13207
(315)474-7860

Length: 28 minutes

Cost: Rental charge: $95.00
Purchase charge: $195.00